

DOCUMENT RESUME

ED 325 062

HE 023 985

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TITLE To Improve the Academy. Resources for Student, Faculty, & Institutional Development. Volume 8.
INSTITUTION Professional and Organizational Network in Higher Education.
PUB DATE Oct 89
NOTE 244p.
AVAILABLE FROM New Forums Press, Inc., P.O. Box 876, Stillwater, OK 74076 (\$8.50).
PUB TYPE Books (010) -- Collected Works - General (020)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS College Faculty; *Educational Change; *Educational Trends; *Faculty Development; Females; *Futures (of Society); *Higher Education; *Instructional Development; Minority Groups; Nontraditional Students; *Professional Development; Social Change; Student Needs; Teaching Methods; Trend Analysis

ABSTRACT

A collection of 16 articles addressing the future of faculty and instructional development in higher education is presented. The articles are categorized under four main subject headings: (1) Faculty Development: Where It Is; Where It's Going; (2) Building Successful Faculty Development Programs; (3) Issues and Approaches in Faculty and Instructional Development; and (4) Improving Teaching and Learning. Each essay includes a reference list. Articles have the following titles and authors: "Playing God in Academe" (Raymond J. Rodrigues); "Faculty Development: The Why and the How of It" (Joseph B. Cuseo); "Faculty Development" for "Learning: The Promise of Classroom Research" (Thomas A. Angelo); "The Words Made Fresh: Transforming the Language and the Context of Faculty Development" (Marie Wunsch); "Support from the Administration: A Case Study in the Implementation of a Grassroots Faculty Development Program" (Harry G. Lang and James J. DeCaro); "Designing Program Evaluations: A Circular Model" (Robert J. Menges and Marilla Svinicki); "Faculty Development Can Change the Culture of a College" (Ann S. Ferren); "The FIPSE-CSULB Mentoring Project for New Faculty" (Robert Boice and Jimmie L. Turner); "Using Video Recall for Improving Professional Competency in Instructional Consultation" (David Taylor-Way and Kathleen T. Brinko); "Promoting Critical Thinking among Faculty about Grades" (James Eison et al.); "Graduate Teaching Assistants' Views on Teaching" (James M. Shaeffer et al.); "Summer Research Appointments at Federal Research Laboratories" (Robert A. Lucas); "Discussion Method Teaching: A Practical Guide" (William M. Welty); "Feminist Pedagogy and Education in Values" (Mark T. Brown); "The Challenge to Critical Thinking Posed by Gender-Related and Learning Styles Research" (N, Neil Brown et al.); "Helping to Make Connections: Emphasizing the Role of the Syllabus" (Barbara J. Millis). (GLR)

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